TRANSCRIPT:
Aligning Learning Outcomes Across institutions

Learning objectives:
After this presentation you will be able to:

- Define and understand outcomes, competencies, and how they are related.
- Articulate where our outcomes and competencies overlap.
- Understand the competencies that employers and our transfer institutions desire.

This semester the Paving the Path series has focused on three areas of research required to write effective program profiles and coursework roadmaps.

In the first Paving the Path of Spring 2019, we started with looking at national, regional and local data and discussed how to analyze career data for our programs at MJC.

We then looked at transfer patterns from General Education and how to align coursework in a major with various transfer institutions.

The final piece will help us better understand the overlap between tangible skills for employers and general education outcomes for transfer institutions overlap.

Before we dive too far into the work, it's important to note how outcomes and competencies are related.

According to David Gosselin of the University of Nebraska-Lincoln:

A **competency** is a *general* statement that describes the desired knowledge, skills, and behaviors of a student graduating from a program (or completing a course). They commonly define professional and technical skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

An **outcome** is a very *specific* statement that describes exactly what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.

How are these related? The image of the nesting dolls clearly illustrates the point. Notice how objectives lead to outcomes that prove an identified competency as important by regional and local employers. As we continue our work we will develop a common language that reflects the competencies and skills that employers are requesting.

So how can we better articulate, for people outside our discipline and the college, what professional skills our courses provide for our students? We'll look at this with two audiences in mind: prospective employers and transfer institutions. Let's apply this to two of our courses at MJC: **BUSAD 201: Financial Accounting** and **ART 169: Survey of Asian Art**.

In the **Financial Accounting** course, one of the learning **objectives** for the course is to "perform the steps in the accounting cycle from data collection to finished reports".

The learning **outcome** connected to this is that "upon satisfactory completion of this course the student will be able to analyze and record accounting transactions and complete a full accounting cycle".

The professional skill this is connected to is **budgeting**, a desirable **competency** by regional and local employers.

Let's turn to **ART 169**. Whereas the employers directly provided the competencies required to successfully be employed within a specific career and technical field, this time we will explore how the course outcome connects to our General Education Learning Outcomes (GELOs) for the transfer institution and transferable competencies that employers have identified.

One of the learning **objectives** is to "identify and differentiate major examples of the visual arts of Asia, and explain how they reflect the creativity of the people and express the nature of their culture".

The course learning **outcome** that this is connected to is that "upon satisfactory completion of this course the student will be able to analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values".

Using our General Education Learning Outcome, it's clear that this course fulfills the humanities area GE requirement by "demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole."

So how does this connect to a professional or technical skill desired by employers? Using the same list of professional **competencies** that employers identified as important, this course helps to build **Global and International Fluency** and help meet our institutional learning outcome of cultural literacy and social responsibility.

Reviewing our image of the nesting dolls, notice that there are two paths our students can take once they leave us: directly to an employer or to a transfer institution that will lead to future employment. The question we need to ask and our purpose was to ask what do both of these groups desire from our students and how do our courses, programs and the institution prepare them?

To answer this question, we need your help! We will be beginning our next step to use these skills and competencies to help build GE options for our coursework roadmaps. With the help of discipline experts we will be creating general education playing cards that describe the course, provide the various transfer patterns and list professional and/or transferable competencies for non-majors taking that general education course. You will find on this page a list that has been created from various employer and institutional sources. What's missing? What revisions would you make? Your expertise is appreciated and your work will help our students better navigate our programs at our institution.

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